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ABSTRACT

The essays in this book start from the premise that curriculum, assessment, teacher education programs, and all aspects of teaching must seek out, acknowledge, and take advantage of all the pathways that people might take to their understanding. The examples included illustrate how people can come to equivalent understandings in such different ways that they do not recognize other people's understandings. Part of the work described in this book involves giving people an appreciation of their own ways of understanding. Another part involves giving people experience in figuring out and appreciating other people's ways of coming to understand-ways that are different from their own. Chapters include: (1) "The Having of Wonderful Ideas"; (2) "The Language and Thought of Piaget, and Some Comments on Learning to Spell"; (3) "Either We're Too Early and They Can't Learn It, or We're Too Late and They Know It Already: The Dilemma of 'Applying Piaget'"; (4) "A Child's-eye View of Knowing"; (5) "The Virtues of Not Knowing"; (6) "Learning with Breadth and Depth"; (7) "Understanding Children's Understanding"; (8) "Structures, Continuity, and Other People's Minds"; (9) "Making Sure That Everybody Gets Home Safely"; (10) "Twenty-four, Forty-two, and I Love You: Keeping It Complex"; and (11) "Teaching as Research". Contains 105 references. (JRH)

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